USC Marshall
School of Business

**LIM504: Research Methods in Library and Information Management**
**Spring 2020**
**3 Units**
**Class times TBA**
**Please see the Live Session Information page in Moodle for exact dates and/or updates.**
**Mandatory Live Sessions will not conflict with each other.**


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**Office:** *ASC 305*
**Office Hours:** *By appointment*
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## COURSE DESCRIPTION

An overview of research methods in information management including the conceptualization of research problems, literature reviews, research design, sampling, measurement, data collection and data analysis.

So, what does this mean? It means an exciting journey through the land of research. Research can be and is exciting. Research moves things forward; it allows us to understand things, to test things, to evaluate things. If our ancient ancestors had not investigated and researched fire we might still not know it was hot, dangerous, and useful. Research is an ongoing process, and there is always more to learn. Complex things have multiple layers of understanding. If our ancestors had stopped with fire is hot and hurts me, we would have overlooked many of the benefits of harnessing fire. Additionally as our society evolves so our need to reevaluate prior research and conduct new research continues. For example, to move away from fire, those books children found popular or interesting 100 years ago are very different from today. Or how computers were used 10 years ago, or even 1 year ago or last week is very different from how computers are used today. In short research allows us to understand things. It informs decisions and allows us to implement improved solutions. If there is a problem, research can likely provide insight and suggest a resolution. Even if there is not a problem research can suggest ways to improve a current situation to work more efficiently or optimally.

I am a great believer in learning by doing. You will see this multiple times throughout the course. I do not want to lecture you. I do not want to sit back and pontificate. I want to give you the tools to go out and try things. To learn from your mistakes. The research you conduct in this course will not be perfect. Most research is not. However, in doing research things will become clearer and more memorable and stay with you as you move forward in the program and your careers.

You already know from your prior courses that research runs heavily through them whether in the form of theories or data or both. You also know in your own professional lives the extent to which research underpins much of what happens. If you dig deep enough in to most things the reason for why they are happening is research has suggested that approach.

Given this I hope you can see how important research is. Unfortunately given the central role research plays in our lives many people do not really understand even the basics of research. This course changes that for you. We start out at a very basic level, and I typically assume no prior research knowledge on your part. After laying the foundation we progress to the appropriate graduate program level. This is not a research methods degree, nor is it a statistics degree. For this reason we focus primarily on what you need to know and how to apply it. On a few occasions I step back and look at the underlying logic that explains the what, how, and why but only in instances where I believe this knowledge can help avoid mistakes or make things clearer. My goal at the end of the course is to reduce the possible fear of research and numbers you may have. I would love to remove that fear but we have only 15 weeks so we will do what we can and I hope at times have fun doing it. I look forward to seeing what each of you collectively and individually can achieve in the coming weeks.

## COURSE OBJECTIVES

At the end of this course you will be able to:

1. Design, apply, and interpret a focus group to gain insight in to a situation.
2. Design, apply, and interpret a survey to gain insight in to a situation.
3. Design, apply, and interpret a content analysis to gain insight in to a situation.
4. Select, justify, and explain the importance of a research topic
5. Interpret published empirical papers.
6. Recognize the importance of appropriate sampling.
7. Realize the dangers resulting from inappropriate sampling.
8. Apply a variety of sampling techniques.
9. Use Qualtrics (survey design software) to launch internet surveys.
10. Demonstrate a familiarity with the statistical program SPSS.
11. Illustrate an improved understanding of APA style.
12. Write in a research style.
13. Interpret common descriptive and inferential statistics.
14. Evaluate ethical considerations in research.

## COURSE MATERIALS

**Books:**

○ Creswell, J. W., & Creswell J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Thousand Oaks, CA: Sage Publications, Inc ISBN-10 1506386709

**Articles:**

○ Please refer to the weekly reading table at the end of this syllabus for a complete list of articles or other readings.

○ All course articles can be accessed online in the Moodle course.

**Other Materials:**

○ You will need to access to the standard version of the statistics program, SPSS. Most computers do not have this program installed. You can purchase a 6 month lease of SPSS. Either the Windows or Mac version is acceptable. You can find SPSS to purchase here: SPSS Program Purchase

PREREQUISITES AND/OR RECOMMENDED PREPARATION

The successful completion of LIM500 and GSBA502 is required before taking this course.

COURSE NOTES

Contact Hours for this course are:

Synchronous (60 minutes weekly): Live lectures, presentations, Q&A's.

Asynchronous (90 minutes weekly): discussion forums, group projects, offline collaboration

The course is divided into six modules:

Module 1: Welcome and writing Introductions and overview Research writing
APA style

Module 2: Sampling and statistics
How to sample Descriptive statistics Inferential statistics

Module 3: Focus group
Theory, application, and analysis

Module 4: Survey
Theory, application, and analysis

Module 5: Content analysis
Theory, application, and analysis

Module 6: Finishing up Bringing it all together Final paper

**GRADING**

GRADING POLICIES

Grading policies and practices for the University are described below.

**A** Work of **excellent** quality; represents **Exceptional** work; a grade of "A" will be assigned for outstanding work only.

**B** Work of **good** quality; represents Good work; a grade of "B" clearly meets the standards for graduate level work.

**C** Work of **fair** quality; represents **Adequate** work; a grade of "C" counts for credit for the course,
**minimum passing for graduate credit** (except in 591A, B, C, D, E where a B is required).

**C minus** **Failing** grade for **graduate credit**

The MMLIS program adheres strictly to the grading standards of the University and the Marshall School of Business. An explanation of the USC grading system can be found in the USC Catalogue. The following grade ranges are used to determine a passing grade:

| Grade | Range | Points |
|---|---|---|
| A | 94.0% or higher | 4.0 |
| A- | 90.0%-93.9% | 3.7 |
| B+ | 87.0%-89.9% | 3.3 |
| B | 84.0%-86.9% | 3.0 |
| B- | 80.0%-83.9% | 2.7 |
| C+ | 77.0%-79.9% | 2.3 |
| C | 74.0%-76.9% | 2.0 |
| C- | 70.0%-73.9% | 1.7 |

| | | |
|---|---|---|
| D | 60.0% -69.9% | 1.0 |
| F | 59.9% or lower | 0.0 |

A minimum grade of C (2.0) is required in a course taken for graduate credit. However, in order to receive an MMLIS degree, a minimum grade point average of 3.0 is required. This standard guarantees the quality of the USC MMLIS degree.

Because of the quality of our participants and the close attention given to them, a very high percentage of MMLIS participants pass all courses with C or better grades and obtain a grade point average above 3.0.

ASSIGNMENTS AND GRADING DETAIL

| **Assignments** | **Points (each)** | **% of Grade** |
|---|---|---|
| Mini-Research Projects (3) | 100 | 39% |
| SPSS Application Assignment | 100 | 13% |
| Introductory Paper | 100 | 9% |
| Final Paper | 100 | 9% |
| Other Assignments (8) | 100 | 16% |
| Quizzes | 100 | 4% |
| Participation:<br>❏ Weekly Discussions (5%)<br>❏ General Participation (5%) | 100 | 10% |
| | Total | 100% |

All work unless stated in the course page for that assignment should be submitted as a Word document.

**Introductory Paper (9%)**

An introduction is different from a literature review. The introduction sets up the literature review but also has to make the reader want to read more of your paper. In the introduction you frame the issue your
paper will address and makes the reader care. You do not write any literature review in this paper. This paper will be graded using the Paper Grading Rubric found below.

**Mini-Research Projects (39%)**

There are three mini-research projects which you tailor to fit your own personal interests (Focus Group Paper) or group interests (Survey and Content Analysis Papers). The three method modules supply you with the skill set to investigate things of interest to you. You and your team decide what to research, you design your data collection materials, collect real data, and then analyze and interpret that data with the end result the presentation of your findings in an individually produced paper.

The research projects are your chance to investigate something of interest to you. What would be useful for you to know more about? Each module will supply you with the skills needed to define your problem and design a plan to research your question. You are the person who decides what it is your research. You will complete four mini-research projects utilizing the four main methods of the course (survey, focus group, content analysis, and experiment).

**SPSS Application Assignment (13%)**

Hand in hand with research goes data. Much of this data is numerical. To analyze and interpret this data you need to perform statistical analyses. This SPSS assignment requires the application of SPSS to analyze data which assesses comprehension and application of the instructional materials from the statistic weeks.

**Final Paper (9%)**

You will take your Introductory Paper and expand this into a Final Paper. This Final Paper extends and builds upon your Introductory Paper and begins writing a literature review. You do not write a complete literature review in this paper, only a partial literature review. Your Final Paper will also address the feedback provided on your Introductory Paper. This paper will be graded using the Paper Grading Rubric found below.

**Paper Grading Rubric**

| Component | Exemplary | Proficient | Partially Proficient | Incomplete |
|---|---|---|---|---|
| | **94-100%** | **87-93%** | **80-86%** | **79% or less** |
| **Thoroughness & Clarity 30%** | Student presented a coherent and thorough review, expertly addressing each element in appropriate detail. | In general, student presented a fairly coherent and thorough review with sufficient attention paid to addressing each element in detail. | Student made a less than adequate effort in detailing the elements clearly. | The elements are not clearly defined, or attention to several elements is lacking. |
| **Analysis & Accuracy 30%** | An advanced and accurate analysis applied. Interesting and thoughtful connections are made between issues presented. | Thorough analysis of the material without demonstrating true mastery or reflection of the material. | Basic analysis conducted. Occasional inaccuracies or analyses not fully developed. Some key avenues are unanalyzed or overlooked. | Minimal analysis. Ideas presented are mundane. Inaccurate presentations may be present or analysis is incorrect. |
| **Variety of sources 15%** | A wide variety of carefully selected resources used to develop a complete view of the topic. Current and relevant sources used. | A variety of resources used to develop a complete view of the topic. Most sources used are current and relevant. | Further resources, or more appropriate resources, required to develop a more complete view of topic. A number of sources are dated and may no longer be valid. | Resources chosen do not adequately support the needs of the assignment. Over reliance on one, or few sources. Over reliance on outdated sources. |

| | | | | |
|---|---|---|---|---|
| **Structure & Organization 15%** | Ideas clearly communicated. Logical and appropriate flow to paper. Transitions between sentences and sections are smooth | Ideas mostly communicated clearly. Occasional ambiguity may confuse reader at times. Most transitions are smooth. | Ideas not appropriately presented. Abrupt changes of topic and ambiguity or confusion present. Occasional abrupt transition. | Ideas not connected. Mediocre structure and abrupt transitions. Frequent confusion or ambiguity present. |
| **Formatting 10%** | Assignment consistently follows APA style and contains at most one style or format error. | Assignment follows APA style in most places containing 2 to 4 style or format errors. | Assignment follows APA style in most places containing 5 to 7 style or format errors. | Assignment struggles to comply with an appropriate style containing more than 7 style or format errors. |

**Participation (10%)**

Contribute professionally to class discussions and team work and in general within the course. Asking a question or contributing to the discussion counts as participation. You should try to participate frequently, enthusiastically, and thoughtfully. You will not perform well by merely posting quick responses, being disengaged or disrespectful, or simply posting a congratulatory comment.

**This grade is broken as follows:**

**Weekly Discussions (5%):** Timely and insightful discussion board posting that meet the discussion board prompt.

**General Participation (5%):** Your participation in the course outside of the discussion boards and within your team on the three Mini-Research Projects (Focus group, Survey, and Content Analysis), Introductory Paper, and Final Paper. A large part of this grade is determined by the peer evaluation of your team members at the end of the course

**Quizzes (4%)**

Quizzes are a quick way to assess understanding and provide quick automatic feedback. There are two quizzes in this course:

1. Week 02 Quiz 01: Writing Well
2. Week 10 Quiz 01: Qualtrics

### Other Assignments (16%)

You will also have various other assignments throughout this course. These are as follows,

- Week 03 Assignment 01: Sampling Definition (Team)
- Week 03 Assignment 02: Ethics Module
- Week 04 Assignment 01: Sampling Reflection
- Week 04 Assignment 02: Basic Statistics
- Week 05 Assignment 01: Finding Correlations
- Week 06 Assignment 01: Moderator Guide
- Week 08 Assignment 02: Moderator Reflection
- Week 10 Discussion 01: Survey Reading Assignment

**Each of these assignments is worth 2%.**

### Peer Evaluation

### LIM 504 Peer Evaluation

Please honestly and accurately answer the questions below. All feedback is anonymous and neither your instructor nor your fellow classmates can identify who has responded to the survey. The first question asks you to identify whom you are evaluating. Each question after that has a title explaining the topic of the question, the question, and the scale to answer the question. All questions with a grading scale use the same values with 5 indicating a team member performed excellently and 1 indicating a team member performed poorly. The last question in the survey gives you additional space to write comments for additional clarification or feedback. After you have completed the survey, click the submit button at the bottom of the page. You will be then be taken to a page that will give you the option to complete the survey again. You can go onto the survey and this time review a different team member. Make sure to review everyone in your group.

* Required

Name of Person Being Reviewed *
Please type the name of the person you are reviewing in the space below.

Contribution
Rate your team member, where a 5 is excellent contribution and a 1 is poor.

1 2 3 4 5

Teamwork
Rate your team member, where a 5 is excellent teamwork and a 1 is poor.

1 2 3 4 5

Follow-Through
Rate your team member, where a 5 is excellent follow-through and a 1 is poor.

1 2 3 4 5

Acceptance of Feedback
Rate your team member, where a 5 is excellent acceptance of feedback and a 1 is poor.

1 2 3 4 5

Availability
Rate your team member, where a 5 is excellent acceptance of availability and a 1 is poor.

1 2 3 4 5

Responsiveness
Rate your team member, where a 5 is excellent acceptance of responsiveness and a 1 is poor.

1 2 3 4 5

Additional clarification or feedback
Please provide any additional clarification or feedback in the space provided below.

## LATENESS

Working professionals occasionally must submit an assignment late. To encourage everyone to hand in assignments I accept late work. However, in fairness to those who do submit on time there is a price to pay for late work. I grade all late assignments and then deduct percentage points. Work less than 24 hours late will be deducted 10%, work more than 24 hours late but under a week late will be deducted 25%. Each additional week will result in a further 25% deduction per week late up to a maximum of a 50% deduction.

If you are going to be late turning in an assignment, email your instructor to notify them of this, and then email them again to alert them when you have submitted the assignment.

If you miss a Live Session and require an alternate assignment, the due date for this assignment will always be 1 week after the missed session.

It is always worth submitting work even if it is late. Never fail to turn work in because you believe it is too late.

STUDENT/PARTICIPANT RELEASE FOR AUDIO RECORDING AND AUDIO-VISUAL RECORDINGS AND STUDENT/PARTICIPANT NON-DISTRIBUTION AGREEMENT

Audio recording and/or audio-visual recording ("Recording") of your participation and/or presence for this course at the USC Marshall School of Business via course media platforms are for course purposes only. Recordings are restricted to and should only be shared with course participants and the instructor.

RETENTION OF GRADED COURSEWORK

All graded work, which affected the course grade, will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if a graded paper is returned to you, it is your responsibility to file it).

SESSIONS AND DAYS OF THE WEEK__

Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session. Assignments are due no later than 11:59 p.m. in Pacific Time (PT) on the day that is stated in the assignment.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 |
|---|---|---|---|---|---|---|
| **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** | **Monday** | **Tuesday** |

LIVE SESSIONS

The majority of this course is completed asynchronously. This is intentional given the diversity of geographic locations and individual schedules. However, Live Sessions provide opportunities for interactions and insight not otherwise possible.

In addition, there is a **required** Live Session (in **Week 07**). For this Live Session, you will conduct and participate in video focus groups with your team. Please begin to coordinate this as soon as you can, using the team discussion board in the General section of the course and affiliated sign-up page to do so. You will also need a working webcam for these video sessions, and further, per typical focus groups, you will be asked to double-record this using a free screen-capture application such as Screencast-O-Matic. *NOTE: If you cannot attend any of these*

*sessions, please contact your instructor immediately via email to request an alternate assignment. The due date for any alternate assignment is 1 week after the missed session.*

This course also has three **optional** Live Sessions: one with the USC librarians (in **Week 03**) and two with your section instructor (in **Week 11 and Week 14**). Please make sure to review the Live Session Information discussion board for specific dates and times of these Live Sessions. Your section instructor will also post the link to attend each session on the Live Session Information discussion board.

Live Sessions will be held using Zoom. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived in the General section of the Moodle course space under Archive on the Live Session Information discussion board page. However, any quizzes and/or in-class assignments are only administered and taken during the live class session. It is important that you check the Live Session Information page regularly for Live Session schedules and recordings.

## ADD/DROP PROCESS

Courses may be added until **January 28, 2020**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **January 28, 2020**. If the course is dropped after **January 28, 2020** and before **February 25, 2020**, the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is dropped after **February 25, 2020**, it will be recorded with a mark of "W." No course may be dropped after **March 31, 2020**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

## TECHNOLOGY REQUIREMENTS

All students must have access to a computer with the below requirements, which will allow you to participate in class meetings and utilize Zoom. Please note that it is essential to use headphones during online class meetings in order to avoid a disruptive audio feedback loop. To verify that you have the appropriate hardware and software, please log in to the course to launch the Browser Test Page.

## TECHNICAL SUPPORT

The Help Desk is available to provide assistance 24 hours a day, every day. This assistance is restricted primarily to problems with the course delivery platform. Contact the Help Desk to resolve problems that you believe are not associated with the hardware and software you have purchased from a vendor. Examples include being unable to view multimedia files or view responses to comments you have posted in the discussion area. If you are not sure whether the problem is due to

your computer system, contact the Help Desk for guidance; otherwise, contact the vendor. To talk to a live technical support agent, please call: 877-807-8557 or visit our Support Website.
In the event of technical breakdowns, students will receive detailed instructions of how to deliver coursework, depending on the current task (for example, students might deliver work using a mail carrier, or in-person delivery, etc.).

**Further, we recommend:**

Projects, classwork, etc. – backup work frequently, save files to a backup drive or to an online storage application, email files to oneself, and keep a hard copy of papers/projects.

MAINTAINING STANDARDS OF APPROPRIATE ONLINE BEHAVIOR

Information Technology Services publishes "Policies Regarding Student Use of Computing Resources at USC." This document can be accessed at University Information Technology Policies. The protocols defined by the USC Student Conduct Code must be upheld in online classes.

The following are strictly prohibited:

- Posting inappropriate material
- SPAM to the class
- Online flaming (hostile and insulting interaction between Internet users)
- Offensive language

For more information, please visit USC Student Judicial Affairs and Community Standards page.

THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information website will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

## STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

**Academic Conduct:**

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the Student Conduct Code. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section

11, “Behavior Violating University Standards.” Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct.

**Support Systems:**

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

*USC Support and Advocacy - (213) 821-4710*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**On Campus Support Systems:**

Please note that the health services are only available to those who reside in California and who have paid the optional health services fee. Some resources are only available on campus.

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
*USC Department of Public Safety* | *USC Emergency Information*
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

**COURSE OUTLINE AND ASSIGNMENTS**

| | Topics/ Daily Activities | Readings | Deliverables and Due Dates |
|---|---|---|---|

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|---|---|---|---|
| **Week 1**<br>**Jan 8-14** | **Welcome to the Course**<br><br>**SPSS program** | **Textbook:**<br>● Creswell, J. W., & Creswell J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Thousand Oaks, CA: Sage Publications, Inc ISBN-10 1506386709<br>○ Chapter 1<br>**Course Readings in Moodle:**<br>● Hernon, P. (2001). Components of the research process: Where do we need to focus attention? Journal of Academic Librarianship, 27, 81-89.<br>● Wilson, T.D. (2002). Information science and research methods. Kniznicna a Informacna Veda,19, 63-71. | ● Reading<br>● Discussion 01: Introductions - Introduction, Day 7, 100 points<br>● Checkpoint 01: SPSSProgram, Day 7, Ungraded<br>● Checkpoint 02: Weekly Feedback Survey, Day 7, Ungraded |
| **Week 2**<br>**Jan 15-21** | **Research Writing** | **Textbook:**<br>● Creswell, J. W., & Creswell J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Thousand Oaks, CA: Sage Publications, Inc ISBN-10 1506386709<br>○ Chapter 2<br>○ Chapter 4 (pp. 79-92)<br>○ Chapter 5<br>**Course Readings in Moodle:**<br>● Gopen, G. & Swan, J. (1990). Science of scientific writing. American Scientist, 78, 550-558.<br>● Levy, Y., & Ellis, T. J. (2006). A systems approach to conduct an effective literature review in support of information systems | ● Reading<br>● Discussion 01: Citation and Quote Count Initial Post: Day 4, Responses: Day 7, 100 points<br>● Discussion 02: Misuse of Words Initial Post: Day 4, Responses: Day 7, 100 points<br>● Discussion 03: Introductory Paper Topics (Team), Initial Post: Day 4, Responses: Day 7 Ungraded, but required |

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| | | research. Information Systems Journal, 9, 181-212.<br>**Online Resources:**<br>● Our great moral decline. (2012, March 12). The Economist. Retrieved from http://www.economist.com/blogs/democracyinamerica/2012/03/morals<br>● Muther, C. (2011, July 19). Literally the most misused word. Boston Globe. Retrieved from http://www.boston.com/lifestyle/articles/2011/07/19/literally_the_most_misused_word/?page=full<br>● Shuler, S., & Morgan, N. (2013). Emotional labor in the academic library: When being friendly feels like work. The Reference Librarian, 54, 118-133. Retrieved from https://lmscontent.embanet.com/USC/LIM504/docs/Week02/LIM504_w02_d01_EmotionalLabor.pdf<br>● Parks and Recreation clip referenced in Boston Globe article (Transcript) | ● Quiz 01: Writing Well Day 7, 100 points<br>● Checkpoint 01: Weekly Feedback Survey, Day 7, Ungraded |
| **Week 3**<br>**Jan 22-28** | **Sampling** | **Textbook:**<br>● Creswell, J. W., & Creswell J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Thousand Oaks, CA: Sage Publications, Inc ISBN-10 1506386709<br>○ Chapter 4 (pp. 91-96)<br>**Course Readings in Moodle:**<br>● Bookstein, A. (1974). How to | ● Reading<br>● Live Session: Live Library Session (Optional) see live session area in course space for day and time<br>● Assignment 01: Sampling Definition (Team) Initial definitions: Day 4, Final definitions: |

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| | | sample badly. The Library Quarterly, 44, 124-132.<br>● Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. Nature, 466, 29.<br>**Online Resources:**<br>● Being left-handed may be dangerous to life, study says. (1991, April 4). The New York Times. Retrieved from http://www.nytimes.com/1991/04/04/us/being-left-handed-may-be-dangerous-to-life-study-says.html<br>● Barnes, H. (2013, September 6). Do left-handed people really die young? BBC News Magazine. Retrieved from http://www.bbc.co.uk/news/magazine-23988352 | Day 7, 100 points<br>● Discussion 01: Sampling Definition - Workspace (Team) Initial post: Day 4, Responses: Day 7<br>● Assignment 02: Ethics Module Day 7, 100 points<br>● Discussion 02: Ethics Module - Questions and Issues, Day 7<br>● Checkpoint 01: Let's Vote! and Sampling Reflection Week 04, Day 3, No grade this week<br>● Checkpoint 02: Weekly Feedback Survey, Day 7, Ungraded |
| **Week 4**<br>**Jan 29 - Feb 4** | **Statistics I** | **Course Readings in Moodle:**<br>● Borneman, J. (2007). Coping with statistics – a primer for librarians and trustees. Indiana Libraries, 26, 30-38.<br>● Brannon, S. (2011). National public library statistics: A literature and methodology review, 1999-2009. Library Student Journal, 6.<br>● Lynch, M. J. (1999). Compared to what? Or where to find the stats. American Libraries, 30, 48-49. | ● Reading<br>● Feedback 01: Let's Vote! Day 3, Complete/Not Complete<br>● Quiz 01: Descriptive Statistics Day 4 Ungraded<br>● Assignment 01: Sampling Reflection Day 4, 100 points<br>● Assignment 02: Basic Statistics Day 7, 100 points<br>● Checkpoint 01: Focus Group Sign-Up (Team) Day 7 |

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| | | | Ungraded, but required<br>● Checkpoint 02: Introductory Paper Critique (Team) Day 7 Ungraded, but required<br>● Checkpoint 03: Weekly Feedback Survey, Day 7 Ungraded |
| **Week 5**<br>**Feb 5-11** | **Statistics II** | **Course Readings in Moodle:**<br>● Byrne, G. (2007). A statistical primer: Understanding descriptive and inferential statistics. Evidence Based Library and Information Practice, 2, 32-47. | ● Reading<br>● Discussion 01: Correlation Initial Post: Day 4, Responses: Day 7, 100 points<br>● Assignment 01: Correlations, Day 7, 100 points<br>● Assignment 02: SPSS Application, Day 7, 100 points<br>● Checkpoint 01: Weekly Feedback Survey, Day 7 Ungraded |
| **Week 6**<br>**Feb 12-18** | **Focus Group - Theory** | **Textbook:**<br>● Creswell, J. W., & Creswell J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Thousand Oaks, CA: Sage | ● Reading<br>● Discussion 01: Focus Group Video Initial Post: Day 4, Responses: Day 7, 100 points<br>● Discussion 02: |

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| | | Publications, Inc ISBN-10 1506386709<br>○ Chapter 9<br>**Course Readings in Moodle:**<br>● Large, A., Beheshti, J. & Rahman, T. (2002). Design criteria for children's web portals: The users speak out. Journal of the American Society for Information Science and Technology 53, 79-94.<br>● Lin, T. M. Y., Luarn, P., & Huang Y. K. (2005). Effect of internet book reviews on purchase intention: A focus group study. The Journal of Academic Librarianship, 31, 461-468.<br>● Morgan, D. L. (1996). Focus groups. AnnualReview of Sociology, 22, 129-152.<br>● Naylor, S., Stoffel, B., & Van Der Laan, S. (2008) Why isn't our chat reference used more: Findings of focus group discussions with undergraduate students. Reference & User Services Quarterly, 47, 342-354. | Moderator Guide Review, Initial Post: Day 4, Responses: Day 7, 100 points<br>● Assignment 01: Moderator Guide Day 7, 100 points<br>● Checkpoint 01: Conduct a Focus Group (Team) Week 07, Day 7 Ungraded, but required<br>● Checkpoint 02: Weekly Feedback Survey, Day 7, Ungraded |
| **Week 7 Feb 19-25** | **Focus Group - Application** | **Course Readings in Moodle:**<br>● Agosto, D.E., Abbas, J., & Naughton, R. (2012). Relationships and social rules:Teens' social network and other ICT selection practices. Journal of the American Society for Information Science & Technology, 63, 1108-1124.<br>● Lustria, M.L.A., Kazmer, M.M., Glueckauf, R.L., Hawkins, H.P., Randeree, E., Rosario, I.B., | ● Reading<br>● Discussion 01: Online FGs vs. Traditional FGs, Initial Post: Day 4, Responses: Day 7, 100 points<br>● Discussion 02: Coding Categories, Initial Post: Day |

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| | | McLaughlin, C., Redmond, S. (2013). Participatory design of a health informatics system for rural health practitioners and disadvantaged women. Journal of the American Society for Information Science and Technology, 61, 2243-2255.<br>● Naylor, S., Stoffel, B., & Van Der Laan, S. (2008) Why isn't our chat reference used more: Findings of focus group discussions with undergraduate students. Reference & User Services Quarterly, 47, 342-354.<br>*(This article was assigned last week (Week 06) but is used again in this week's instructional materials. For this reason, the article is listed again here but the expectation is you read the article last week).* | 4, Responses: Day 7, 100 points<br>● Assignment 01: Conduct a Focus Group (Team) Day 7 Ungraded, but required<br>● Assignment 02: Introductory Paper Day 7, 100 points<br>● Checkpoint 01: Moderator Specific Analysis (Team) Week 08, Day 4, 100 points<br>● Checkpoint 02: Weekly Feedback Survey, Day 7, Ungraded |
| **Week 8**<br>**Feb 26 - Mar 3** | **Focus Group - Analysis** | No readings | ● Discussion 01: Moderator Specific Analysis (Team) Initial Post: Day 4, Responses: Day 7, 100 points<br>● Discussion 02: Moderator General Analysis, Initial Post: Day 4, Responses: Day 7, 100 points<br>● Assignment 01: |

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| | | | Focus Group Paper Day 7, 100 points<br>● Assignment 02: Moderator Reflection, Day 7, 100 points<br>● Checkpoint 01: Final Paper Week 15, Day 5, No grade this week<br>● Checkpoint 02: Weekly Feedback Survey, Day 7, Ungraded |
| **Week 9**<br>**Mar 4-10** | **Survey - Theory** | **Textbook:**<br>● Creswell, J. W., & Creswell J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Thousand Oaks, CA: Sage Publications, Inc ISBN-10 1506386709<br>○ Chapter 8 (pp. 147-159)<br>**Course Readings in Moodle:**<br>● Brown, A.G., Weingart, S., Johnson. J. R. J., & Dance, B. (2004). Librarians don't bite: Assessing library orientation for freshmen. Reference Services Review, 32, 394-403.<br>● Ibraheem, A. I., & Devine, C. (2013). A survey of the experiences of African librarians in American academic libraries. College & Research Libraries, 74, 288-306. | ● Reading<br>● Discussion 01: Question Order Initial Post: Day 4, Responses: Day 7, 100 points<br>● Discussion 02: Open-Ended Questions, Initial Post: Day 4 Responses: Day 7, 100 points<br>● Checkpoint 01: Survey Paper Preparation, Day 7, Ungraded, but required<br>● Checkpoint 02: Weekly Feedback |

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| | | • Ismail, L. (2010). What Net generation students really want: Determining library help-seeking preferences of undergraduates. Reference Services Review, 38, 10-27.<br>• Kennedy, M. R., & Brancolini, K. R. (2012). Academic librarian research: A survey of attitudes, involvement, and perceived capabilities. College & Research Libraries, 73, 431-448. | Survey, Day 7<br>Ungraded |
| **Week 10**<br>**Mar 11-17** | **Survey - Application** | **No readings** | • Discussion 01: Survey Reading Assignment Initial Post: Day 4, Responses: Day 7, 100 points for summary, 100 points for responses<br>• Quiz 01: Qualtrics, Day 4, 100 points<br>• Checkpoint 01: Conduct a Survey (Team) Week 10, Day 4 Ungraded, but required<br>• Checkpoint 02: Survey Data Analysis (Team) Day 7 Ungraded, but required<br>• Checkpoint 03: Weekly |

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| | | | Feedback Survey, Day 7 Ungraded |
| **Week 11** **Mar 18-24** | **Survey - Analysis** | **No readings** | • Live Session (Optional) Please check the Live Session Information board in the General Discussion Area to determine the specific date and time of this Live Session.<br>• Assignment 01: Survey Paper Day 7, 100 points<br>• Checkpoint 01: Weekly Feedback Survey, Day 7, Ungraded |
| **Week 12** **Mar 25-31** | **Content Analysis - Theory** | **Course Readings in Moodle:**<br>• Detmering, R., & Sproles, C. (2012). Forget the desk job: Current roles and responsibilities in entry-level reference job advertisements. College & Research Libraries, 73, 543-555.<br>• Given, L. M., & Julien, H. (2005). Finding common ground: An analysis of librarians' expressed attitudes towards faculty. Reference Librarian, 43, 25-38.<br>• Magi, T. J. (2010). A content analysis of library vendor privacy | • Reading<br>• Discussion 01: Manifest and Latent Coding Initial Post: Day 4 Responses: Day 7, 100 points<br>• Discussion 02: Content Coding, Initial Post: Day 4 Responses: Day 7 100 points |

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| | | policies: Do they meet our standards? College & Research Libraries, 71, 254-272. | • Survey 01: Coding Units Day 4 Ungraded, but required<br>• Survey 02: Themes and Patterns Day 4 Ungraded, but required<br>• Checkpoint 01: Weekly Feedback Survey, Day 7 Ungraded |
| **Week 13**<br>**Apr 1-7** | **Content Analysis - Application** | **Course Readings in Moodle:**<br>• Kinkus, J. (2007). Project management skills: A literature review and content analysis of librarian position announcements. College & Research Libraries, 68, 352-363.<br>• Pavlou P.A., & Dimoka A. (2006). The nature and role of feedback text comments in online marketplaces: Implications for trust building, price premiums, and seller differentiation. Information Systems Research, 17, 391-412. | • Reading<br>• Discussion 01: Coders Initial Post: Day 4 Responses: Day 7, 100 points<br>• Discussion 02: Coding Sheets, Initial Post: Day 4 Responses: Day 7, 100 points<br>• Checkpoint 01: Conduct a Content Analysis (Team) Day 7, Ungraded, but required<br>• Checkpoint 02: Weekly Feedback Survey, Day 7, Ungraded |

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| **Week 14**<br>**Apr 8-14** | **Content Analysis - Analysis!** | **No readings** | • Live Session (Optional) Please check the Live Session Information board in the General Discussion Area to determine the specific date and time of this Live Session.<br>• Discussion 01: Content Analysis Reflection, Initial Post: Day 4 Response: Day 7, 100 points<br>• Assignment 01: Content Analysis Paper, Day 7, 100 points<br>• Checkpoint 01: Weekly Feedback Survey, Day 7, Ungraded |

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| **Week 15**<br>**Apr 15-21** | **Finishing up** | **Textbook:**<br>● Creswell, J. W., & Creswell J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Thousand Oaks, CA: Sage Publications, Inc ISBN-10 1506386709<br>○ Chapter 10 | ● Reading<br>● Discussion 01: Closing Course Thoughts Day 7, Ungraded<br>● Assignment 01: Final Paper Day 5, 100 points<br>● Checkpoint 01: Linkedin, Ungraded<br>● Checkpoint 02: Weekly Feedback Survey, Day 5, Ungraded |

## Appendix I. LIM PROGRAM LEARNING GOALS

### How LIM504 Contributes to Marshall Graduate Program Learning Goals

| **MMLIS Program Learning Goals** | **Degree of Emphasis (1=Low, 2=Moderate, 3=High)** | **LIM504 Objectives that support this goal** |
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| a. understand the ecology of libraries and information networks, their unique environments and how they are governed; | 1 | n/a |

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| b. articulate and employ professional values and ethics in a variety of situations and circumstances; | 2 | Evaluate ethical considerations in research. |
| c. apply and assess management strategies, practices and decisions. | 1 | n/a |
| d. develop and manage content, including negotiating with vendors and licensors, for targeted communities of users; | 1 | n/a |
| e. organize, retrieve and manage information for stakeholder benefit; | 2 | Design, apply, and interpret a focus group to gain insight in to a situation.<br>Design, apply, and interpret a survey to gain insight in to a situation.<br>Design, apply, and interpret a content analysis to gain insight in to a situation<br>Apply a variety of sampling techniques.<br>Evaluate ethical considerations in research. |
| f. locate, synthesize and translate information to intelligence for various client groups; | 3 | All |
| g. develop, implement and assess programs and services for enhancing use of information and ideas; | 1 | Interpret published empirical papers. Recognize the importance of appropriate sampling. Realize the dangers resulting from inappropriate sampling. |

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| h. understand the role of current and emerging technologies and infrastructure in organizational effectiveness and service delivery; | 1 | n/a |

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| i. design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate decisions. | 3 | Design, apply, and interpret a focus group to gain insight in to a situation.<br><br>Design, apply, and interpret a survey to gain insight in to a situation.<br><br>Design, apply, and interpret a content analysis to gain insight in to a situation.<br><br>Select, justify, and explain the importance of a research topic<br><br>Interpret published empirical papers. Recognize the importance of appropriate sampling. Realize the dangers resulting from inappropriate sampling.<br><br>Apply a variety of sampling techniques. Use Qualtrics (survey design software) to launch internet surveys.<br><br>Demonstrate a familiarity with the statistical program SPSS.<br><br>Interpret common descriptive and inferential statistics.<br><br>Evaluate ethical considerations in research. |
| j. manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction. | 1 | n/a |

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| k. apply persuasion and influence through networking, collaboration, and relationship-building; | 1 | All |
| l. demonstrate a commitment to continued professional education and lifelong learning. | 3 | 1-14 |